

Stop the Tease Monster Game

LEARNING OBJECTIVES

Students will:

- learn to identify teasing behaviors
- realize that teasing hurts feelings

MATERIALS NEEDED

The book *Oliver Button Is a Sissy* by Tomie de Paola and “Stop the Tease Monster” activity sheet template (page 108)

LESSON PLAN

READ *Oliver Button Is a Sissy*. Oliver Button would rather read, dance, and draw pictures than play football like the other boys. His classmates tease him, but his persistence pays off in the end.

DISCUSS how Oliver Button is teased by others. How do you think Oliver felt about being teased? Explain to the children that teasing can make people feel bad. If we respect each other, we do not tease. Kidding is having fun with someone in a way that does not hurt his or her feelings. Unlike kidding, teasing is a put-down because it makes fun of someone.

DO Play the “Stop the Tease Monster” game. Cut out the three “Stop the Tease Monster” cards from the activity sheet so every child has a set. You may want to laminate these for better durability. Read one of the five situations (that follow) to the class. The children decide if it is a teasing situation. If yes, they hold up the Tease Monster card. If no, they hold up the happy face. If it is a teasing situation, ask the class, “What should be done?” The first child with an answer shows the Stop, Think, Choose card. Call on the student to present the answer. Ask for other answers that students may offer.

Situations:

- Brian and Juan are telling everyone how much they can eat when they are hungry. When Jill brings cupcakes to class, Brian tells the class to be careful and keep Juan away because he might eat them all. Is it kidding or teasing?
- Tomas has to wear braces on his legs because of a bone condition. Jennifer envies him and calls him the “Bionic Boy” because he can stand for so long without having to sit down, like a robot. Is it kidding or teasing?
- In the same class, Jason is always calling Tomas a gimp and mimicking how he walks so stiffly. Is it kidding or teasing?

- Jessica is nicknamed “The Brain,” because she is so smart. Is it kidding or teasing?
- Max bumps Aldin in the hall every day, causing him to drop his books. Max laughs and calls Aldin a klutz. Is it kidding or teasing?

RELATE Ask the children to recap what they learned about teasing and kidding. Remind them that in their safe and caring school, they promised to respect each other, which means they care about each other and do not tease.

Tattling or Telling?

LEARNING OBJECTIVES

Students will:

- learn the difference between asking for help and tattling
- identify who can support them if they are being bullied

MATERIALS NEEDED

The book *Don’t Squeal Unless It’s a Big Deal* by Jeanie Franz Ransom, “Tattling or Telling?” activity sheet (page 109), and pencils or pens

LESSON PLAN

READ *Don’t Squeal Unless It’s a Big Deal*. The piggies in Mrs. McNeal’s class learn the difference between tattling and informing an adult in an emergency.

An optional text for teacher shared reading is *A Bad Case of Tattle Tongue* by Julia Cook. No one likes “Josh the Tattler” because he tattles on his classmates, his brother, and even his dog. One night he awakens to find his tongue is very long, yellow, and covered in bright purple spots.

DISCUSS what an emergency is and why it is okay to ask for help. Explain that tattling is meant to get someone in trouble, but asking for help is meant to alert an adult when help is needed. Give some examples and have students guess when it’s tattling and when it’s not. Review I-messages from the October lessons. Remind students to try working things out on their own first, but to ask for help when what they try does not work. In a dangerous or scary situation, it is always important to check in with a trusted adult immediately.

DO the “Tattling or Telling?” activity sheet. Students review the four pictures and decide if they can solve the problem on their own or if they need to get help. If you choose to do this activity as a whole-class activity, make a transparency of the sheet to use on an overhead projector.

RELATE Review the difference between asking for help and tattling to get someone in trouble. Use the completed activity sheets to emphasize that bullying is never okay. Discuss how important it is to ask for help when being bullied or seeing someone else being bullied.

Caring Takes Courage

LEARNING OBJECTIVES

Students will:

- understand the meaning of courage
- learn that it takes courage to ask for help

MATERIALS NEEDED

The book *Believing Sophie* by Hazel Hutchins, "Caring Takes Courage" activity sheet (page 110), and pencils or pens

LESSON PLAN

READ *Believing Sophie*. Sophie is being accused of stealing, but she is able to stand up for herself and set things straight.

An optional text for teacher shared reading is *A Picture Book of Rosa Parks* by David A. Adler. Adler presents a simple, clear biography of Rosa Parks, exploring both her childhood and adult life. He makes it obvious that Parks' role in the civil rights movement did not begin and end on a bus, but rather lasted throughout her life.

DISCUSS Define *courage*. Make a list of situations when courage is needed to do something. (*List may include: trying a difficult activity or game, going to the dentist or doctor, saying the right thing, standing up for what's right, helping friends, being bullied, being blamed for something you did not do.*)

DO the "Caring Takes Courage" activity sheet. Students do the math problems (provide help as needed) to decide which words to use to fill in the blanks. Then they read each scenario and determine if the kids in the scene were being courageous. Finally, the students write what they would do if they were part of the situation.

RELATE courage to ways students can help each other stay safe. Remind them that you will be there to support them. Everyone deserves to feel safe.

What Can I Do About Bullies?

LEARNING OBJECTIVES

Students will:

- learn steps to help them deal with bullying behavior
- discover how to support one another in order to stay safe

MATERIALS NEEDED

The book *Loudmouth George and the Sixth-Grade Bully* by Nancy L. Carlson, "What Can I Do About Bullies?" activity sheet (page 111), pencils or pens

LESSON PLAN

READ *Loudmouth George and the Sixth-Grade Bully*. After having his lunch repeatedly stolen by a bully twice his size, Loudmouth George and his friend Harriet teach the bully a lesson he'll never forget.

An optional text for teacher shared reading is *The Story of Ruby Bridges* by Robert Coles. Ruby Bridges was the sole African American child to attend a New Orleans elementary school after court-ordered desegregation in 1960.

DISCUSS Remind students that bullying can be stopped if we help each other make better choices. No one deserves to be bullied or hurt in any way. Six steps to remember when faced with a bully: 1) Don't keep bullying a secret. 2) If you are being bullied, ask for help from someone you know and trust. 3) Use a strong voice to say how you feel. 4) Walk away. 5) Ignore the Bully. 6) Use "Stop, Think, Choose" to reach a solution.

DO Divide the class into four small groups. Give each group a scenario and have groups role-play the conflict and the solution.

- Two kids are excluding another kid from playing a game. What do the bystanders do?
- Two children are whispering and pointing a finger at another kid. What do the bystanders do?
- A bigger kid is pushing around a smaller kid. What do the bystanders do?
- One child is calling another "four eyes" because he wears glasses. What do the bystanders do?

Continue the activity by having the students complete the "What Can I Do About Bullies" activity sheet. Here they match a problem with an appropriate response. Discuss the choices when all have finished the sheet.

RELATE the role plays to life in school and on the playground. Demonstrate specific ways students can use I-messages (page 53) and Stop, Think, Choose (page 52) steps when they encounter a bully. Remind students that although it is not always easy to stand up to a bully, knowing what to do will help them.

Safe & Caring Schools Ambassadors of Peace

LEARNING OBJECTIVES

Students will:

- learn about the Ambassadors of Peace program
- explore how to behave as Ambassadors of Peace

MATERIALS NEEDED

The book *The Recess Queen* by Alexis O'Neill, "Safe & Caring Schools Ambassadors of Peace" activity sheet (page 112), and pencils or pens

LESSON PLAN

READ *The Recess Queen*. A schoolyard bully is enlightened by the new kid in class in this story about the power of kindness and friendship.

An optional text for teacher shared reading is *Big Al* by Andrew Clements. A big, ugly fish has trouble making the friends he longs for because of his appearance. That situation changes when his scary appearance saves them all from a fisherman's net.

DISCUSS Review what Ambassadors of Peace do to keep their school a safe place (page 8). Explain that everyone has the potential to be an Ambassador of Peace by helping to stop bullying behavior. Discuss real-life conflicts your students experience and help them find positive solutions. Explain that a positive bystander is one who steps in to help prevent bad things from happening or gets adults to help when needed.

DO the "Safe & Caring Schools Ambassadors of Peace" activity sheet. Have students, either individually or working in teams, read the conflict on the page and then write what they understand to be the problem (STOP), the options or choices to solve the problem (THINK), and the best solution (CHOOSE).

RELATE Talk about how you will identify and celebrate Ambassadors of Peace in your classroom and school. Tell the students they can all be ambassadors. Ask them to watch for situations where they can help one another.

Caring About One Another—Bullying Quiz

Use the quiz activity sheet (page 113) to review and assess what the students learned this month. (Answers: 1-T, 2-F, 3-T, 4-T, 5-T, 6-fun, mean, 7-courage, 8-Peace, 9-accept)

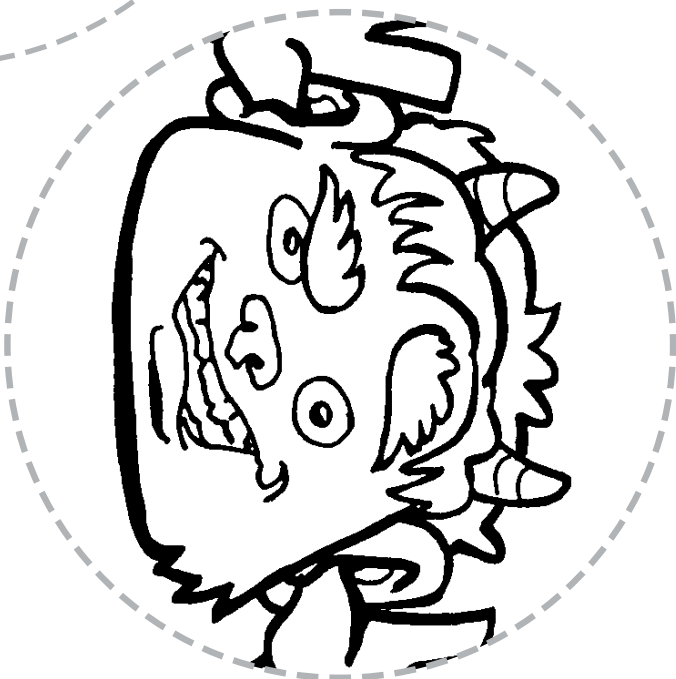
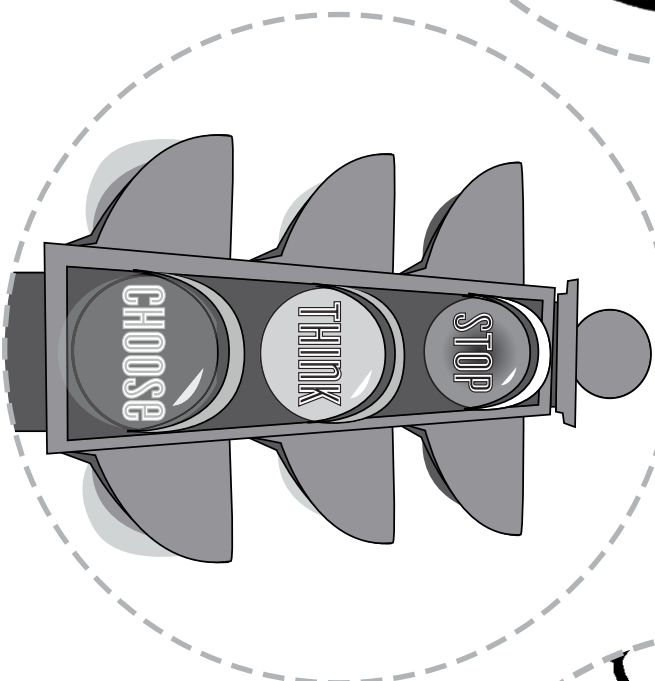
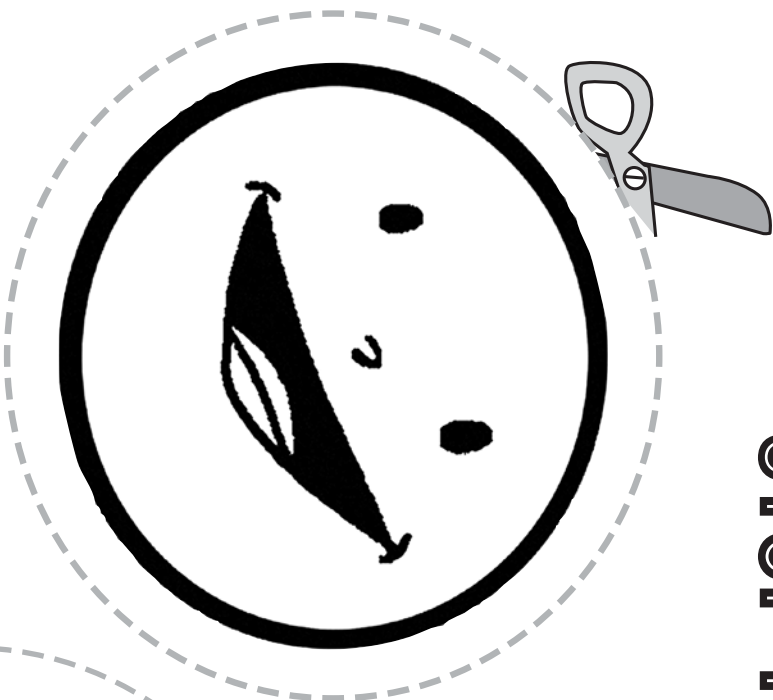
"In our Safe & Caring School we reach out to our children emotionally, so they feel they're in a safe, caring, nurturing environment where they're able to learn. They are encouraged to tell you their problems, so we can get past that hurdle and continue in the academic process."

TEACHER, ARLINGTON SCHOOL

STOP THE TEASE MONSTER



Use these cut-outs
for the Stop the Tease
Monster Game.



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TATTLING OR TELLING?

1

Maria took Emily's lunch money.

What should we do?

Tell? ☐ YES ☐ NO

Who? _____
Why? _____

I saw Mark with a pencil just like the one Adam had.

What should we do?

Tell? ☐ YES ☐ NO

Who? _____
Why? _____

3

I heard Sam say he didn't like Joe.

What should we do?

Tell? ☐ YES ☐ NO

Who? _____
Why? _____

Sophie and Eric are fighting on the playground!

What should we do?

Tell? ☐ YES ☐ NO

Who? _____
Why? _____

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CARING TAKES COURAGE

Solve the math problems and use the answers to help fill in the blanks in the sentences below.

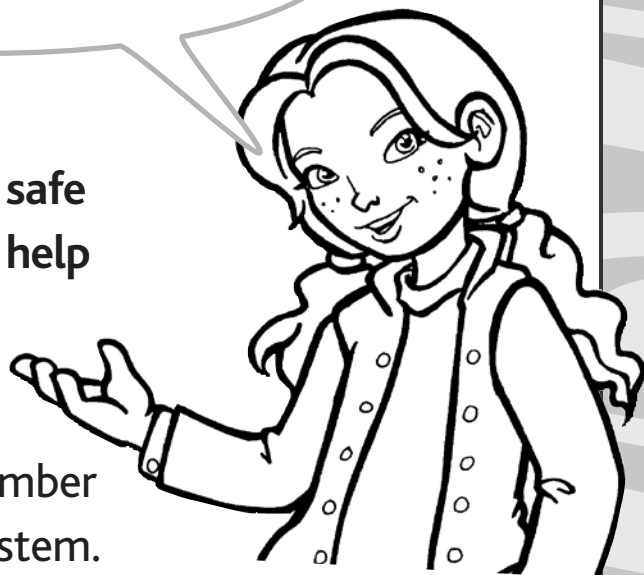
Let's see how courage works in real life!

$$10 + 2 = \underline{\hspace{2cm}} \text{ courage} \quad 7 - 4 = \underline{\hspace{2cm}} \text{ safe}$$

$$(12 + 6) - 4 = \underline{\hspace{2cm}} \text{ bullied} \quad 5 - 1 = \underline{\hspace{2cm}} \text{ help}$$

$$(25 - 19) + 5 = \underline{\hspace{2cm}} \text{ support}$$

When someone is being (14) try to (4). If it is not (3) to help, remember to go to your safe and caring (11) system. Getting help takes (12), too!



When Jimmy was being bullied by Mike and Pete, Joe got friends together to get Jimmy away from them.

Was this courageous?



What would you do?

When Jenny saw David and Carlos picking on Mario, she thought it was funny and joined in.

Was this courageous?



What would you do?

When LaShanda wouldn't let Shari join the game, Annette decided to play with Shari anyway.

Was this courageous?



What would you do?

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SAFE & CARING SCHOOLS AMBASSADORS OF PEACE



We can all be Ambassadors of Peace and help stop bullying at our school.

When kids act mean, what 3 steps can you take to help stop bullying?

You guys don't know how to play ball! I'll just take the ball for myself.

That's not true.

You're being mean!



1

Stop

What is the problem?

2

Think

What can be done about it?

3

Choose

What is the best choice?

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WHAT CAN I DO ABOUT BULLIES?

Match the problem with the best answer.

Two kids are excluding a third kid from the game they're playing.

Ignore the bully.

Get a few friends together and stand up to the bully.

Some girls are whispering and pointing at another girl close by.

Say how you feel.

Ask an adult for help.

You see a bully pushing a classmate around on the school bus.

Tell your friend you don't like being mean to anyone.

Stand up for yourself.

One of your friends makes fun of a girl you don't know because she wears glasses.

Stop, Think, Choose.

Go over and make friends with the girl.

Two teenagers take a bike away from a younger kid and won't give it back.

Go over and play a different game with the kid.

Walk away.



BONUS:
Stop, Think,
Choose is ALWAYS
a good answer!

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CARING ABOUT ONE ANOTHER— BULLYING QUIZ

True or False (circle the correct answer)

- 1) Bullies can be very bossy. True / False
- 2) Telling is the same as tattling. True / False
- 3) Bullying is doing or saying things that hurt others. True / False
- 4) Our safe and caring school is a place where bullies
are not allowed. True / False
- 5) Teasing hurts feelings. True / False

Fill in the Blanks

Unscramble these words to fill in the blanks and complete each sentence. (Hint: the first letter of the word is provided as a clue.)

acerogu pactec unf aepec emna

- 6) Kidding is **f**____. Teasing is **m**_____.
- 7) When we stand up for what we believe we have **c**_____.
- 8) Ambassadors of **P**_____ help kids who are being bullied.
- 9) We **a**_____ others even though they may be different
from us.

Draw or Write

- 10) How might you prevent bullying at your safe and caring school?

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